**Hester -7th Grade Science**

**Unit - Adaptations**

**Objectives** –

Day 5: ☐ Go back and read all the background information to make sure that

you have all the information needed to make your organism successful and

correct in the environment chosen, adaptations applied, characteristics/

behaviors given, and relationships with other species.

☐ Start writing a final draft of your student report. Use complete sentences and

make the paper flow from one topic to the next.

☐ Introduction

☐ Body

☐ Conclusion

**Blooms**

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| **Creating**: can the student create new product or point of view? |
| **Evaluating**: can the student justify a stand or decision? |
| **Analyzing**: can the student distinguish between the different parts? |
| **Applying**: can the student use the information in a new way? |
| **Understanding:** can the student explain ideas or concepts? |
| **Remembering:** can the student recall or remember the information? |

**Materials/Resources Needed: The worksheet**

**Anticipatory Set - Having students go to the WIKI to get the worksheet**  
**Objective/Purpose - to tie together evertything we have done to this point**  
**Prior Knowledge- TEKS up to this point  
  
Model On the worksheet**  
**Check for Understanding I will walk around and check as well as ask the student s questions**  
**Guided Practice** I will provide an example

**Closure** Have them put away their materials

**Independent Practice** What they don’t finish in class will be homework

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |